

Morgan County American Rescue Plan (ARP) ESSER 2021 Revision: 0 Status: ALSDE Consolidated Federal Programs Director
 Final Approval
 Friday, January 21, 2022 4:19 AM
 Allocations

	ARP-ESSER	ARP-ESSER-SR
Original Allocation	11,437,685.00	1,384,242.00
Incoming Carryover	0.00	0.00
Outgoing Carryover	0.00	0.00
Consortium	0.00	0.00
Total Allocation	11,437,685.00	1,384,242.00
Adjusted Allocation	11,437,685.00	1,384,242.00
Budgeted	11,437,685.00	1,384,242.00

PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

The local educational agency (LEA) assures it will submit a plan to the Alabama State Department of Education (ALSDE) that contains such information as ALSDE may reasonably require, including all information required by the U.S. Department of Education's (ED) [Interim Final Requirements](#) on ARP ESSER. The LEA will submit the plan by the date established by ALSDE.

The LEA will use ARP ESSER funds for activities allowable under section 2001(e) of the ARP and will reserve at least 20% of its ARP ESSER funds to address learning loss through the implementation of evidence-based interventions.

The LEA will comply with the maintenance of equity provision in section 2004(c) of the ARP.

The LEA assures either:

- (a) It will, within 30 days of receiving ARP ESSER funds, develop and make publicly available on the LEA's website a plan for the safe return of in-person instruction and continuity of services as required in section 2001(i)(1) of the ARP and in ED's [Interim Final Requirements](#), **or**
- (b) It developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP that meets ARP requirements. (ARP was enacted March 11, 2021).

The LEA also assures that before making the plan publicly available, the LEA must seek public comment on the plan and take such comments into account when developing the plan.

The LEA will comply with all reporting requirements at such time and in such manner and containing such information as the ALSDE or ED may reasonably require including on matters such as:

- How the LEA is developing strategies and implementing public health protocols including, to the greatest extent practicable, policies and plans in line with the CDC guidance related to addressing COVID-19 in schools;
- Overall plans and policies related to State support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction;
- Data on each school's mode of instruction (remote, hybrid, in-person) and conditions;
- LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
- LEA uses of funds to sustain and support access to early childhood education programs;
- Impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
- Student data (disaggregated by subgroups) related to how the COVID-19 pandemic has affected instruction and learning;
- Requirements under the Federal Financial Accountability Transparency Act (FFATA); and

- Additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER funds.

The LEA assures that records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. § 76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including funds an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act).

The LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) ED and/or its Inspector General; (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority; or (iii) the ALSDE.

The LEA will use ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.

The LEA will provide services and assistance from ARP ESSER funds to students and staff during the period of funds availability. (March 13, 2020 – September 30, 2024)

OTHER ASSURANCES AND CERTIFICATIONS

The LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.

The LEA assures that, with respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program.

The LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.

The LEA will take all necessary steps to allow every student, teacher, and other program beneficiary to participate in the ARP ESSER program. If any barrier arises that impedes equal access to, or participation in the ARP ESSER program, the LEA will quickly address and resolve those issues.

The LEA will comply with all applicable requirements of the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (sometimes referred to as the Uniform Guidance, or the Uniform Grant Guidance (UGG)).

The LEA will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

GEPA ASSURANCES

The LEA will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications, including, but not limited to federal education program laws, the General Education Provisions Act, the Education Department General Administrative Regulations, and the Uniform Grant Guidance.

The LEA assures that control of funds provided to the LEA, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property.

The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds.

The LEA will make reports to the ALSDE and to ED as may reasonably be necessary to enable the ALSDE and ED to perform their duties and that LEA will maintain such records, including the records required under [20 U.S.C. 1232f](#), and provide access to those records, as the ALSDE or ED deem necessary to perform their duties.

The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of ED programs.

The LEA assures that any application, evaluation, periodic program plan or report relating to an ED program will be made readily available to parents and other members of the general public.

The LEA assures that in the case of any project involving construction-

- the project is not inconsistent with overall State plans for the construction of school facilities, and

- In developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary of Education under section 504 of the Rehabilitation Act of 1973 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities.

The LEA assures they have adopted effective procedures for acquiring and disseminating to teachers and administrators participating in an ED program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects.

The LEA assures that none of the funds expended will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

LEA SUPERINTENDENT ASSURANCES

The LEA Superintendent certifies to the best of his/her knowledge and belief that all the information and data in this application are true and correct. The LEA Superintendent acknowledges and agrees that failure to comply with all assurances and certifications in this application, all relevant provisions and requirements of the American Rescue Plan Act of 2021 (ARP Act), Pub. L. No. 117-2 (March 11, 2021), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR Part 180, as adopted and amended as regulations of the Department in 2 CFR Part 3485; and 18 U.S.C. § 1001, as appropriate, and other enforcement actions.

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Friday, January 21, 2022 4:20 AM
LEA Superintendent Assurances Confirmation

LEA Superintendent Assurances Confirmation

Indicates LEA Superintendent Approval based on Assurances.

Morgan County American Rescue Plan (ARP) ESSER 2021 Revision: 0 Status: ALSDE Consolidated Federal Programs Director Final Approval
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Substantially Approved Dates

Grant	Substantially Approved Date
ARP ESSER	9/20/2021
ARP ESSER State Reserve	9/20/2021

	Salaries (010 - 199)	Employee Benefits (200 - 299)	Purchased Services (300 - 399)	Materials + Supplies (400 - 499)	Capital Outlay (500 - 599)	Other Objects (600 - 899)	Indirect Costs (910)	Fund Transfers (920 - 929)	Other Fund Uses (931 - 999)	Total
Instruction (1100)	1,079,822.00	395,178.00	327,300.00	2,205,750.00	0.00	464,482.00		0.00	0.00	4,472,532.00
Attendance Services (2110)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00
Guidance and Counseling Services (2120)	54,390.00	20,610.00	0.00	0.00		0.00		0.00	0.00	75,000.00
Testing Services (2130)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00
Health Services (2140)	0.00	0.00	0.00	250,000.00		0.00		0.00	0.00	250,000.00
Social Services (2150)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00
Work Study Services (2160)										0.00
Psychological Services (2170)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
Speech Pathology and Audiology Services (2180)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
Other Student Support Services (2190)	0.00	0.00	540,000.00	35,555.00	0.00	0.00		0.00	0.00	575,555.00
Instructional Improvement and Curriculum Development	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
Instructional Staff Development Services (2215)	0.00	0.00	50,000.00	0.00	0.00	92,450.00		0.00	0.00	142,450.00
Educational Media Services (2220)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
Other Instructional Staff Services (2290)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
School Administrative (2300-2399)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
Salaries (010 - 199)	1,079,822.00	395,178.00	327,300.00	2,205,750.00	0.00	464,482.00	0.00	0.00	0.00	4,472,532.00
Security Services (3100)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Operations and Maintenance	0.00	0.00	4,981,148.00	300,000.00	0.00	0.00	0.00	0.00	0.00	5,281,148.00

(3200-3900)																			(3200-3900)
Student Transportation (4100-4199)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	Student Transportation (4100-4199)
Food Services (4200-4299)																			Food Services (4200-4299)
General Administrative (6000-6999)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	General Administrative (6000-6999)
Capital Outlay - Real Property (7000-7999)					641,000.00														Capital Outlay - Real Property (7000-7999)
Debt Service - Long Term (8000-8999)																			Debt Service - Long Term (8000-8999)
Adult Education (9110)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	Adult Education (9110)
Community Education (9120)																			Community Education (9120)
Extended Day/Dependent Care (9130)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	Extended Day/Dependent Care (9130)
Preschool (9140)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	Preschool (9140)
Other Adult/Continuing Education Programs (9150-9199)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	Other Adult/Continuing Education Programs (9150-9199)
NonPublic School Programs (9200)																			NonPublic School Programs (9200)
Community Services (9300-9399)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	Community Services (9300-9399)
Total	1,134,212.00	415,788.00	5,898,448.00	2,791,305.00	641,000.00	556,932.00	0.00	Total											
																			Adjusted Allocation
																			Remaining
																			0.00

Cover Page & Required Narratives

Superintendent of Schools

Name * Robert Elliott Jr.

ARP ESSER Point of Contact

Name * Kellie Tanner

Role * Federal Programs Director

Phone * 256-309-2127

Ext

Required Narratives

How does the LEA plan to use funds to implement prevention and mitigation strategies in order to continuously and safely operate schools for in-person learning?

*
Student safety is the number one priority for Morgan County Schools. It is our goal to keep children in the schoolhouse while providing a safe environment for them to continue to grow and be successful. To do so, we take great measures in providing numerous personal protective equipment (PPE) supplies. MCS would like to use ARP ESSER funds to continue purchasing disposable masks for students/employees/visitors to wear in the buildings as well as on the buses. Outside visitors are extremely limited and must adhere to a temperature check and completion of a questionnaire that focuses on COVID symptoms before entering the building. Thermometers will be provided for daily temperature checks which are conducted by the first period or homeroom teacher. Custodians will spray the entire building at least once weekly with electrostatic sprayers. This process is completed more if needed. We would also like to purchase numerous sanitization supplies such as hand sanitizing stations, nitrile gloves, disinfecting spray, disinfecting wipes, and disinfecting cleaner.

Our lunchrooms provide meals in the classroom or cafeteria dependent on CDC guidelines for social distancing. We will provide disposable trays, covered with plastic wrap, and disposable plasticware.

The nurses play a pivotal role in ensuring our students' safety during the COVID pandemic. We plan to use ARP ESSER funds to purchase necessary supplies to staff our nurse's stations. We also plan to add a nurse's station to Falkville Elementary. They were sharing a station with Falkville High because they are on the same campus. However, it is in the best interest of student safety to add an additional station for the elementary school. Once this task is completed, all MCS schools will have their own nurses and nursing stations.

It is our goal to utilize ARP ESSER funding to purchase the necessary PPE supplies to maintain procedures to keep all MCS students as safe as possible to continue their in-person education.

How will the LEA ensure that the evidence-based interventions will address the academic impact of lost instructional time and ensure that those interventions respond to the academic, social, emotional, and mental health needs of all students including underrepresented student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English Learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care) and those who are particularly impacted disproportionately by the COVID-19 pandemic?

*
MCS prides itself in providing the best evidence-based interventions for its students. We strive to provide data-driven instruction at all times. To respond to the academic, social, emotional, and mental health needs of its students, MCS plans to hire utilize ARP ESSER funds to hire 19 instructional interventionists (19 FTEs) and one mental health interventionist (1 FTE). Each campus will receive one instructional interventionist. West Morgan Middle School and Union Hill School will each receive an additional instructional interventionist to assist with their high EL student populations. (Timeline: 2023-2024 school year)

The instructional interventionists will be utilized to complete more in-depth and accurate data analysis to correctly identify Tier II and Tier III students as well as provide more high dosage tutoring. The interventionists will dig deeper into student data, lead data meetings, provide data-based instructional strategies for teachers, model classroom teaching strategies, and provide high dosage tutoring for tier III students during non-instructional times that are implemented into each student's class schedule. These tutoring sessions will take place during students' non-instructional class times, such as academic enrichment periods.

The mental health interventionist will address the mental health of students due to their learning loss as a result of a decrease in instructional time during COVID-19. As educators, we must address the needs of the whole child for successful learning to take place. Many students have experienced an increase in mental health issues due to the loss of instructional time. To successfully educate the students, we must address the needs as categorized by Maslow's Hierarchy of Needs. Once these needs have been met, then the students can be mentally prepared to learn in the classroom, and we can better reach their academic needs as categorized by Bloom's Taxonomy.

iStation and iReady assessments will be purchased with ARP ESSER funds to accurately identify students in need of intervention services. This data will guide individualized instruction. Students will take an beginning, middle, and end of year assessment (ISIP Reading and i-Ready Math) to identify where students are and targeted areas for differentiated instruction. ISIP and I-Ready instructional components, along with the assessment piece required by the AL Literacy Act, will be purchased to provide individual learning paths for all students. (Timeline: 2022-2023, 2023-2024 school years)

MCS would like to use ARP ESSER funds to provide middle and high school students with remediation and credit recovery programs. These programs will use specialized software such as Edmentum to aid in accomplishing academic goals as well as allow students to overcome the loss of instructional time. Therefore, MCS would like to purchase Edmentum software for 3 years. Three teachers will facilitate student learning during these intervention programs.

John Baylor ACT prep/On to College will be purchased with ARP ESSER funds to provide academic support for ACT prep, which is essential due to the loss of instructional time and its impact on our ACT scores. (Timeline: 2021-2022, 2022-2023, 2023-2024 school years)

The Panorama assessment will be purchased with ARP ESSER funds to identify students social and emotional learning needs. Once these are identified, the behavioral interventionist will intervene and provide appropriate interventions based on the state's Multi-Tiered System of Supports (MTSS). both address the mental health of students due to their learning loss as a result of a decrease in instructional time during COVID-19. As educators, we must address the needs of the whole child for successful learning to take place. Many students have experienced an increase in mental health issues due to the loss of instructional time. To successfully educate the students, we must address the needs as categorized by Maslow's Hierarchy of Needs. Once these needs have been met, then the students can be mentally prepared to learn in the classroom, and we can better reach their academic needs as categorized by Bloom's Taxonomy. (Timeline: 2022-2023, 2023-2024 school years)

MCS will use formative assessments, summative assessments, and observations to identify the academic, social, emotional, and mental health needs of its students. ACAP, ACCESS, iStation, iReady, ACT, and Panorama will be extremely beneficial in helping us identify the needs of our students.

MCS would also like to purchase SPIRE materials and supplies with ARP ESSER funds to be used with students to address the loss of instructional time. The SPIRE materials and supplies will also aide our teachers and interventionists in more accurately providing interventions for our students. Due to the loss of instructional time due to Covid shutdowns and remote learning, students have experienced a loss in instructional time. A loss in instructional time results in possible skill gaps. We deliver 85% of our curriculum through reading. If a student falls farther below grade level from one year to the next, that student could not have made a year's growth. Districts that do not or cannot teach 90% of their students to read at or above grade level by third grade will rarely achieve 95% reading and math goals in subsequent years. (Fielding, L., Kerr, N., Rosier, P. (2007). Catch-up growth is rarely achieved by pressuring students who are behind to "run faster" in the same amount of time. Catch-up growth is typically achieved by allowing them to "run smarter". To "run smarter" and achieve catch up growth, our district utilizes S.P.I.R.E. (Specialized Program Individualizing Reading Excellence). S.P.I.R.E. (Specialized Program Individualizing Reading Excellence) is an Orton-Gillingham based reading program designed to be used with small groups of struggling readers. It is a skills-based program, not a grade-level program, which means that an individual struggling reader in a particular grade may be using a variety of S.P.I.R.E. levels. All students, whether struggling or on grade level, must build on skills they have already mastered. As they approach the upper grades, struggling students continue to need more work with basic and foundational skills to bring them as close to grade-level proficiency as possible, and this is just what S.P.I.R.E. provides. (Timeline: 2021-2022, 2022-2023, 2023-2024 school years)

MCS would also like to use ARP ESSER funds to expand the FACT program to our middle schools. These employees are a part of FACT (Family Assistance Through Community Ties). They work within our schools to provide all children with a safe and supportive environment, in order to optimize their learning experience. This is accomplished by maximizing the use of resources throughout our community and bringing them into the school to provide a strobg circle of support for the children and their families. This allows us to educate the whole child. The following are some of the services FACT provides for our students and families: parent workdhops, parents as teachers, referral and assistance in locating community services relating to the following: housing, family counseling, clothing, emergency assistance, recreational activities, and medical services. Many students have experienced an increase in mental health issues due to the loss of instructional time. To successfully educate the students, we must address the needs as categorized by Maslow's Hierarchy of Needs. Once these needs have been met, then the students can be mentally prepared to learn in the classroom, and we can better reach their academic needs as categorized by Bloom's Taxonomy. (Timeline: 2021-2022, 2022-2023, 2023-2024 school years)

How will the LEA comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a)?

The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the ESSER III program.

* District and school surveys will be conducted with parents. Various forms of communication from the district, schools, and

classroom teachers will take place with the students and parents. All information will be provided in the parent's native language. These will be utilized to identify and overcome potential barriers that would prohibit the success of student learning. MCS will accommodate any student that may have a barrier that prevents them from participating in their educational opportunities during the COVID-19 pandemic. Parents will be allowed to choose the best learning model for their child during the COVID-19 pandemic. MCS will offer the following learning options: Traditional or Virtual. Blended learning will also occur when a student is quarantined or schools are closed.

How will the LEA actively monitor their allocations, conduct interim audits to ensure an appropriate application of funds, collect and manage data elements required to be reported, and report this information to the community?

* The MCS federal programs department will work closely with the CSFO and his finance department as well as the superintendent to ensure that the allocations are closely monitored, interim audits are completed, and data elements managed. The requisition and purchase order procedures will apply to the ARP ESSER funds as with other funding sources. All bid laws and other finance protocols, policies, and procedures will be followed with these funds.

Public budget hearings are held, so this will assist in communicating this information to the public. All board meetings are recorded and live streamed for the public.

How will the LEA meaningfully engage with families and communities throughout the life of the ARP ESSER and other relief funds?

* The district leadership team, the COVID-19 Task Force, the MCS Board of Education, Superintendent, and all MCS principals will engage with families and communities throughout the life of the ARP ESSER and other relief funds. The leadership team, Task Force, MCS Board of Education, Superintendent, and principals will address activities and strategies that will support all MCS stakeholders as they move forward during the COVID-19 pandemic. The district leadership team will continue the distribution of surveys to stakeholders. The data from these surveys as well as discussions with the leadership team and Task Force will identify any upcoming and additional needs, and these needs will be addressed.

We will also use social media platforms and the MCS district website to keep all families engaged, updated, and informed.

All communication between Morgan County Schools and families will take place in the native language of the family.

Provide the URL for the LEA Return-to-Instruction Plan.

* https://drive.google.com/file/d/1RTYdQAWKqeB04sm70ztne8YW4Hgl4m_n/view

LEA Reservation to Address Loss of Instructional Time

LEAs must reserve at least 20 percent of funds to address loss of instructional time through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups.

For this reservation of funds, the following interventions are allowable:

1. Summer Learning & Summer Enrichment Programs
2. Extended Day Programs
3. Comprehensive After-School Programs
4. Extended School Year Programs
5. Other – See Intervention box E for more details.

Budget Amount & Details for Interventions	Amount
<input type="checkbox"/> Intervention A (Summer Learning & Summer Enrichment Programs)	0.00
<input type="checkbox"/> Intervention B (Extended Day Programs)	0.00
<input type="checkbox"/> Intervention C (Comprehensive After-School Programs)	0.00
<input type="checkbox"/> Intervention D (Extended School Year Programs)	0.00
<input checked="" type="checkbox"/> Intervention E (Other) Interventionists, iStation, iReady, SPIRE,	2,287,537.00
Total Cost:	2,287,537.00

Intervention A (Summer Learning & Summer Enrichment Programs)

Provide the following information for Intervention A (Summer Learning & Summer Enrichment Programs):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

Example:

ARP ESSER funds will be used to host a Summer Enrichment Camp during the Summer of 2023. The camp will run for two weeks for four days a week. Subjects to be covered are science, technology, engineering, mathematics and reading. We will purchase general supplies such as pencils, notebooks, glue, color pencils, copy paper, etc. to effectively run the program. We will also purchase ELA & Math manipulatives to help improve student achievement. Additionally, we will purchase an online subscription to XYZ Company for the duration of the summer program to assist our participating EL students with the curriculum (See attached job description). Total cost: \$109,030.00

[Cont.]

9130 - [010-199] (Salaries) \$54,450.00 | 9130 - [200-299] (Benefits) \$11,430.00
9130 - [400-499] (Materials and Supplies) \$2,800.00 | 9130 - [400-499] (Software) \$20,000.00
4120 - [010-199] (Bus Driver Salaries) \$12,500.00 | 4120 - [200-299] (Bus Driver Benefits) \$3,200.00
4120 - [300-399] (Mileage for Buses) \$4,650.00

N/A

We are using ARP ESSER RESERVE to provide this opportunity for our students.

Intervention B (Extended Day Programs)

Provide the following information for Intervention B (Extended Day Programs):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

N/A

Intervention C (Comprehensive After-School Programs)

Provide the following information for Intervention C (Comprehensive After-School Programs):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

N/A

We are using ARP ESSER RESERVE to provide this opportunity for our students.

Intervention D (Extended School Year Programs)

Provide the following information for Intervention D (Extended School Year Programs):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

N/A

Intervention E (Other)

Provide the following information for Intervention E (Other):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

NOTE: If an LEA chooses to use the "Other" intervention option, the LEA must attach documentation in the Related Documents section that shows that the Intervention is evidence-based (Tier I | Tier II | Tier III | Tier IV).

To respond to the academic needs of its students, MCS plans to utilize ARP ESSER funds to hire 19 instructional interventionists (19 FTEs). Each campus will receive one instructional interventionist. West Morgan Middle School and Union Hill School will

each receive an additional instructional interventionist to assist with their high EL student populations. (Timeline: 2023-2024 school year)

The instructional interventionists will be utilized to complete more in-depth and accurate data analysis to correctly identify Tier II and Tier III students as well as provide more high dosage tutoring for students. The interventionists will dig deeper into student data, lead data meetings, provide data-based instructional strategies for teachers, model classroom teaching strategies, and provide high dosage tutoring for tier III students during non-instructional times that are implemented into each student's class schedule. These tutoring sessions will take place during students' non-instructional class times, such as academic enrichment periods.

Instructional Interventionists:

1100- [010-199] (Salaries) \$1,033,407.00 / 1100 [200-299] (Employee Benefits) \$391,593.00

In order to address the loss of instructional time, iStation and iReady assessments will be purchased to accurately identify students in need of intervention services. This data will guide individualized instruction. Students will take an beginning, middle, and end of year assessment (ISIP Reading and i-Ready Math) to identify where students are and targeted areas for differentiated instruction. ISIP and I-Ready instructional components, along with the assessment piece required by the AL Literacy Act, will be purchased to provide individual learning paths for all students. MCS would also like to use ARP ESSER funds to provide middle and high school students with remediation and credit recovery programs. These programs will use specialized software such as Edmentum to aid in accomplishing academic goals. Therefore, MCS would like to purchase Edmentum software for 3 years. Three teachers will facilitate student learning during these intervention programs.

1100- [600-899] (Other Objects) \$464,482.00

MCS would also like to purchase SPIRE materials and supplies to be used with students to address the loss of instructional time. The SPIRE materials and supplies will also aide our teachers and interventionists in more accurately providing interventions for our students.

1100- [400-499] (Materials and Supplies) \$84,000.00

ARP ESSER funds will be used to purchase desktops and chromebooks for students in 2023 and 2024. These will be used to address the loss of instructional time. The students will utilize these to access iStation and iReady as well as other essential programs that address the loss of instructional time.

1100- [400-499] (Materials and Supplies) \$314,055.00

4. Remaining ARP ESSER Fund Uses

The remaining LEA funds after the LEA Reservation to Address Loss of Instructional Time can be used for a wide range of activities to address needs arising from the COVID-19 pandemic. Please refer to the allowable uses document in the Document Library for more guidance.

Budget Amount & Details for Additional Uses (Include Name for Other Categories)	Amount
<input checked="" type="checkbox"/> Category 1 (Personnel)	125,000.00
<input checked="" type="checkbox"/> Category 2 (Technology & Online Subscriptions)	1,807,695.00
<input checked="" type="checkbox"/> Category 3 (Facility Improvements)	5,957,703.00
<input checked="" type="checkbox"/> Category 4 (Professional Development)	50,000.00
<input checked="" type="checkbox"/> Category 5 (Curriculum Materials & Assessments)	209,750.00
<input type="checkbox"/> Category 6 (Parent & Family Engagement Activities)	0.00
<input checked="" type="checkbox"/> Category 7 (Other) PPE Supplies	250,000.00
<input checked="" type="checkbox"/> Category 8 (Other) WiFi on buses	210,000.00
<input checked="" type="checkbox"/> Category 9 (Other) FACT Program	540,000.00

<input type="checkbox"/> Category 10 (Other)		0.00
<input type="checkbox"/> Category 11 (Other)		0.00
<input type="checkbox"/> Category 12 (Other)		0.00
<input type="checkbox"/> Administrative Costs (must be reasonable and necessary)		0.00
<input type="checkbox"/> Indirect Costs (maximum amount is the unrestricted rate)		0.00
Total Cost:		9,150,148.00

Category 1 (Personnel)

Provide the following information for Category 1 (Personnel):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

Example #1:

ARP ESSER funds will be used to employ two system-wide EL teachers (2.0 FTE) for the 2021-2022 and 2022-2023 school years to assist with the consistent increase of EL students within the district. In addition to working with students, the EL teachers will work with classroom teachers to ensure appropriate instructional strategies are implemented. (See job description in Related Documents section.)
 Total cost: \$550,880.00 | 1100 - [010-199] (Salaries) \$354,450.00 | 1100 - [200-299] (Benefits) \$196,430.00

Example #2:

ARP ESSER funds will be used to employ certified teachers and paraprofessionals for the 2021-2022 and 2022-2023 school years to assist with closing the achievement gap of students within the district. The following list identifies the number of teachers and paraprofessionals at each school: School A - 2 Paraprofessionals (2.0 FTE); School B - 1 Teacher (1.0 FTE) & 1 Paraprofessional (1.0 FTE). (See job description in Related Documents section.)
 Total cost: \$417,813.00 | 1100 - [010-199] (Salaries) \$321,123.00 | 1100 - [200-299] (Benefits) \$96,690.00

ARP ESSER funds will be utilized to provide substitutes for teachers that have been quarantined due to COVID-19 exposure or sickness. All funds will be used by August 30,2024.

1100- [010-199] (Salaries) \$46,415.00 / 1100- [200-299] Employee Benefits \$3,585.00

To respond to the social, emotional, and mental health needs of its students, MCS plans to hire utilize ARP ESSER funds to hire one district-wide mental health interventionist (1 FTE). (Timeline: 2023-2024 school year)

The mental health interventionist will address the mental health of students due to their learning loss as a result of a decrease in instructional time during COVID-19. As educators, we must address the needs of the whole child for successful learning to take place. Many students have experienced an increase in mental health issues due to the loss of instructional time. To successfully educate the students, we must address the needs as categorized by Maslow's Hierachy of Needs. Once these needs have been met, then the students can be mentally prepared to learn in the classroom, and we can better reach their academic needs as categorized by Bloom's Taxonomy.

Mental Health Interventionist:

2120- [010-199] (Salaries) \$54,390.00 / 2120 [200-299] (Employee Benefits) \$20,610.00

Category 2 (Technology & Online Subscriptions)

Provide the following information for Category 2 (Technology & Online Subscriptions):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

Example:

ARP ESSER funds will be used to purchase Chromebooks, Chromebook carts, document cameras, and touch screen panels to increase academic technology usage and improve student achievement. ARP ESSER funds will also purchase a subscription to ABC (all subscriptions will expire prior to September 30, 2024).
Total Cost: \$432,158.00 | 1100 - [300-399] (Software License) \$30,000.00 | 1100 - [400-499] (Technology) \$402,158.00

ARP ESSER funds will be used to purchase 1,600 Student Chromebooks each year for 3 years. These will be used for Virtual learners as well as students in the classroom. If a student must miss school due to quarantine, all assignments will be accessible online. All funds will be used by August 1, 2024.

1100- [400-499] (Materials and Supplies) \$1,077,945.00

ARP ESSER funds will be used to purchase desktops and chromebooks for students in 2023 and 2024. These will assist students as they receive virtual instructional learning as well as participate in technology lessons that increase student agency.

1100- [400-499] (Materials and Supplies) \$729,750.00

Category 3 (Facility Improvements)

Provide the following information for Category 3 (Facility Improvements):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

Example:

ARP ESSER funds will be used to replace 3 air conditioner units at ABC Elementary School, install 2 new air conditioner units at EFG Middle School, and repair 1 air conditioner unit at IJK High School. All services will be completed by June 2024. Total Cost: \$55,500.00
7200 - [500-599] (Capitalized Units) \$18,500.00 | 3200 - [400-499] (Non-Capitalized Units and Supplies for Repairs) \$37,000.00

All services will be completed by July 30, 2024.

ARP ESSER funds will be used to replace HVAC systems in cafeterias and libraries as well as windows in need of repair at each school.

3200- [300-399] (Purchased Services) \$4,931,148.00

ARP ESSER funds will be used to purchase a new chiller for the Falkville High and Falkville Elementary cafeteria.

7200- [500-599] (Capital Outlay) \$641,000.00

ARP ESSER funds will be used to provide water bottle filling stations at each school.

3200- [400-499] (Materials and Supplies) \$300,000.00

ARP ESSER funds will be used to replace the warmers in each school cafeteria.

2190- [400-499] (Materials and Supplies) \$35,555.00

ARP ESSER funds will be used to make repairs to safety cabinets at the Morgan County Career Tech Park.

3200- [300-399] (Purchased Services) \$50,000.00

Category 4 (Professional Development)

Provide the following information for Category 4 (Professional Development):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

Example:

ARP ESSER funds will be used to provide ongoing, high quality professional development for administrators, teachers, and other instructional staff that support increased student achievement in all core subject areas.
- Consultants: Our mathematics adoption textbook company (ABC Company) will provide high quality professional development in October 2021 and December 2021 to all teachers within the LEA to prepare them for the COS adoption. Total Cost: \$14,000.00 | 2215 - [300-399] (Consultants) \$14,000
- Stipends: Teachers and other instructional support staff will be provided a stipend to participate in professional

development that is outside of their contracted hours during the Spring of 2022. Total Cost: \$19,230.00 | 2215 - [010-199] (Stipends) \$11,456.00 | 2215 - [200-299] (Benefits) \$7,774.00

[Cont.]

- Substitutes: Teachers will work collaboratively during the school day to develop curriculum maps and common formative assessments once a quarter for the 2022-2023 school year for a total of 4 days. Our LEA uses ABC Company for subs, so all subs are contractual, and no benefits are provided. Total Cost: \$18,000.00 | 2215 - [300-399] (Contract for Subs) \$18,000

- Materials and Supplies: General supplies will be needed for all professional development sessions to include but not limited to chart paper, easels, paper, notebooks, pens, pencils, markers, colored pencils, etc. Total Cost: \$3,400.00 | 2215 - [400-499] (Supplies & Materials) \$3,400.00

[Cont.]

- Conference Attendance: 6 Teachers & 2 Administrators will attend the MEGA Conference (Mobile, AL) in July 2022 to be provided professional development from the ALSDE to support student achievement. Travel costs will include hotel, per diem, and mileage. Total Cost: \$22,000.00 | 2215 - [600-899] (Registration) \$4,000.00 | 2215 - [300-399] (Travel) \$18,000.00

ARP ESSER funds will be used to purchase high-quality professional development opportunities for teachers, administrators, and other instructional staff members that will support increased student achievement in all core subject areas. Many of these trainings will focus on the Language Arts and Math Course of Studies. All of these funds will be used by August 1, 2024.

2215- [300-399] (Purchased Services) \$50,000.00

Category 5 (Curriculum Materials & Assessments)

Provide the following information for Category 5 (Curriculum Materials & Assessments):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

Example:

ARP ESSER funds will be used to purchase assessment supplies and materials to help provide real time data to increase student achievement. These will include actual assessments and general supplies. All services will be purchased by the end of the 2021-2022 school year.

Total Cost: \$8,791.00 | 2130 - [400-499] (Assessment Supplies & Materials) \$8,791.00

Panorama will be purchased to identify students social and emotional learning needs. Once these are identified, the behavioral interventionist will intervene and provide appropriate interventions based on the state's Multi-Tiered System of Supports (MTSS). (Timeline 2022-2023 and 2023-2024 school years)

2215- [600-899] (Other Objects) \$92,450.00

John Baylor ACT prep will be purchased to aide students in improving their ACT scores.

1100- [300-399] (Purchased Services) \$117,300.00

Category 6 (Parent & Family Engagement Activities)

Provide the following information for Category 6 (Parent & Family Engagement Activities):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

Example:

ARP ESSER funds will be used to purchase family handouts and resources for our Family Literacy Night in 2021 and 2022. The resources will include ELA and Math manipulatives and supplies needed to create family activities.

Total Cost: \$4,500.00 | 2190 - [400-499] (Supplies and Materials) \$4,500.00

N/A

Category 7 (Other)

Provide the following information for Category 7 (Other):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)

3) Itemized Budget using Function & Object codes (must match Budget Grid)

MCS will use ARP ESSER funds to provide numerous personal protective equipment (PPE) supplies. MCS plans to continue purchasing disposable masks for students/employees/visitors to wear in the buildings as well as on the buses. Outside visitors are extremely limited and must adhere to a temperature check and completion of a questionnaire that focuses on COVID symptoms before entering the building. Thermometers will be provided for daily temperature checks which are conducted by the first period or homeroom teacher. Custodians will spray the entire building at least once weekly with electrostatic sprayers. This process is completed more if needed. We will also provide numerous sanitization supplies such as hand sanitizing stations, nitrile gloves, disinfecting spray, disinfecting wipes, and disinfecting cleaner.

Our lunchrooms provide meals in the classroom or cafeteria dependent on CDC guidelines for social distancing. We will provide disposable trays, covered with plastic wrap, and disposable plastic ware.

The nurses play a pivotal role in ensuring our students' safety during the COVID pandemic. We plan to purchase necessary supplies to staff our nurse's stations. We also plan to add a nurse's station to Falkville Elementary. They were sharing a station with Falkville High because they are on the same campus. However, it is in the best interest of student safety to add an additional station for the elementary school. Once this task is completed, all MCS schools will have their own nurses and nursing stations.

It is our goal to utilize ARP ESSER funding to purchase the necessary PPE supplies to maintain procedures to keep all MCS students as safe as possible to continue their in-person education.

These funds will be used by August 1, 2024.

2140- [400-499] Materials and Supplies \$250,000.00

Category 8 (Other)

Provide the following information for Category 8 (Other):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

We plan to provide wifi on 50 of our buses for the next three years. The service will end by September 1, 2024. This will allow students to participate in Edmentum courses while traveling to and from the MCS Career Tech Park. These will also be used to provide wifi to our students in rural communities if school closures take place due to the COVID-19 pandemic. Students may also engage in virtual assignments on Schoology while riding these buses to and from school.

1100-[300-399] (Purchased Services) - \$210,000.00

Category 9 (Other)

Provide the following information for Category 9 (Other):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

MCS would also like to expand the FACT program to our middle schools. These employees are a part of FACT (Family Assistance Through Community Ties). They work within our schools to provide all children with a safe and supportive environment, in order to optimize their learning experience. This is accomplished by maximizing the use of resources throughout our community and bringing them into the school to provide a strobg circle of support for the children and their families. This allows us to educate the whole child. The following are some of the services FACT provides for our students and families: parent workdhops, parents as teachers, referral and assistance in locating community services relating to the following: housing, family counseling, clothing, emergency assistance, recreational activities, and medical services. (Timeline: 2021-2022, 2022-2023, 2023-2024 school years)

2190- [300-399] (Purchased Services) \$540,000.00

Category 10 (Other)

Provide the following information for Category 10 (Other):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

N/A

Category 11 (Other)

Provide the following information for Category 11 (Other):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

N/A

Category 12 (Other)

Provide the following information for Category 12 (Other):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

N/A

Administrative Costs

Program Administration must be reasonable and necessary in order to manage the federal grant in a compliant and effective manner.

* ▼

Provide a summary of how the grant program will be administered, including the title of the staff responsible for the grant administration, the FTE(s), and other funding sources (if applicable) that will contribute to administrative staff salaries/benefits. Additionally, the description must include all estimated costs, match the administrative costs dollar amount listed above, and include the Function and Object codes associated with the charge.

N/A

Indirect Costs

Indirect Costs represent the expenses of doing business that are not readily identified with the ARP ESSER but are necessary for the general operation of the organization and the conduct of activities it performs. These costs must be reasonable and necessary, and LEAs can use the unrestricted indirect cost rate for calculation.

* ▼

% - Unrestricted Indirect Cost Rate for LEA Maximum Indirect Cost amount for the ARP ESSER Fund

Function/Object Code used on the Budget Grid

SYSTEM PLAN ITEMS RELATED BY FISCAL RESOURCE

[Expand All](#) [Collapse All](#)

There are currently no Goal or Action Step items associated with this Grant.

* = Required

Related Documents		
	Type	Document
 	Job Descriptions for ALL Federally Paid Personnel (attach as 1 document)	Job Descriptions - Interventionists
 	"Other" Intervention Evidence-based Documentation	SPIRE Documentation
 	Supporting Documentation #1	ESSER 3 Documentation for Programs
 	Supporting Documentation #2	

Checklist Description ([Collapse All](#) [Expand All](#))

<input type="checkbox"/> 1. Allocations	OK ▼
1. Review the ARP ESSER allocation for the LEA.	
<input type="checkbox"/> 2. Assurances	OK ▼
1. Did the LEA Superintendent check the box on the LEA Superintendent Assurance Confirmation Page?	
<input type="checkbox"/> 3. Cover Page & Required Narratives	OK ▼
1. Did the LEA include the name of the Superintendent of Schools?	
2. Did the LEA include the contact information for the ARP Point of Contact?	
3. Did the LEA answer all the required narratives?	
<input type="checkbox"/> 4. Budget Grid	OK ▼
1. Did the LEA allocate all ARP ESSER funds on the budget grid?	
2. Did the LEA allocate all ARP ESSER funds on the budget details page?	
<input type="checkbox"/> 5. LEA Reservation to Address Loss of Instructional Time	OK ▼
1. Did the LEA allocate at least 20% of the total ARP ESSER allocation in this section?	
2. Do the expenditures in the narratives match the budget grid?	
3. Are the expenditures allowable under the ARP?	
4. Are the expenditures reasonable, necessary, and allocable?	
5. Did the LEA provide a description, timeline and full breakdown by Function and Object codes for each budgeted intervention?	
6. Did the LEA include the number of personnel and FTE(s) for federally funded personnel?	
7. Did the LEA upload all evidence-based documentation if the "Other" intervention is being used?	
<input type="checkbox"/> 6. Remaining ARP ESSER Fund Uses	OK ▼
1. Did the LEA allocate all remaining funds not allocated in the LEA Reservation to Address Loss of Instructional Time section?	
2. Do the expenditures in the narratives match the budget grid?	
3. Are the expenditures allowable under the ARP?	
4. Are the expenditures reasonable, necessary, and allocable?	
5. Did the LEA provide a description, timeline and full breakdown by Function and Object codes for each budgeted category?	
6. Did the LEA include the number of personnel and FTE(s) for federally funded personnel?	
<input type="checkbox"/> 7. Administrative Costs	Not Applicable ▼
1. Did the LEA select if they will be using ARP ESSER funds for administrative costs?	
If the LEA selected yes, then...	
2. Do the expenditures in the narrative match the budget grid?	
3. Are the expenditures allowable under the ARP?	
4. Are the expenditures reasonable, necessary, and allocable?	
5. Did the LEA provide a summary of how the grant will be administered including the number of staff and FTE(s)?	
6. Did the LEA provide a description with a full breakdown by Function and Object codes for each expenditure?	
<input type="checkbox"/> 8. Indirect Costs	Not Applicable ▼
1. Did the LEA select if they will be using ARP ESSER funds for indirect costs?	

If the LEA selected yes, then...

- 2. Did the LEA include the Unrestricted Indirect Cost rate?
- 3. Did the LEA budget less than or equal to the Unrestricted Indirect Cost rate amount?
- 4. Did the LEA include the Function and Object code?
- 5. Does the budgeted amount match the budget grid?



9. Related Documents

- 1. Did the LEA upload all required documentation including job descriptions for federally paid personnel?

	Salaries (010 - 199)	Employee Benefits (200 - 299)	Purchased Services (300 - 399)	Materials + Supplies (400 - 499)	Capital Outlay (500 - 599)	Other Objects (600 - 899)	Indirect Costs (910)	Fund Transfers (920 - 929)	Other Fund Uses (931 - 999)	Total
Instruction (1100)	489,508.00	185,492.00	0.00	17,078.00	0.00	300,000.00		0.00	0.00	992,078.00
Attendance Services (2110)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00
Guidance and Counseling Services (2120)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00
Testing Services (2130)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00
Health Services (2140)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00
Social Services (2150)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00
Work Study Services (2160)										0.00
Psychological Services (2170)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
Speech Pathology and Audiology Services (2180)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
Other Student Support Services (2190)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
Instructional Improvement and Curriculum Development	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
Instructional Staff Development Services (2215)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
Educational Media Services (2220)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
Other Instructional Staff Services (2290)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
School Administrative (2300-2399)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
Salaries (010 - 199)		Employee Benefits (200 - 299)	Purchased Services (300 - 399)	Materials + Supplies (400 - 499)	Capital Outlay (500 - 599)	Other Objects (600 - 899)	Indirect Costs (910)	Fund Transfers (920 - 929)	Other Fund Uses (931 - 999)	Total
Security Services (3100)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
Operations and Maintenance	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00

ARP ESSER State Reserve Allocation to Address Loss of Instructional Time

The ALSDE is providing a State Reserve allocation to LEAs to address the loss of instructional time through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups.

For the ARP ESSER State Reserve Allocation, the following interventions are allowable:

1. Summer Learning & Summer Enrichment Programs
2. Comprehensive After-School Programs
3. Other – See Intervention box C for more details.

Required Narratives

Provide a description of the evidence-based program(s) (including partnerships with community-based organizations) the LEA has selected to use with the ARP ESSER State Reserve, and how the LEA will address the disproportionate impact of COVID-19 on certain groups of students, including each major racial and ethnic group, children from low-income families, children with disabilities, English Learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care.

* MCS prides itself in providing the best evidence-based interventions for its students. We strive to provide data-driven instruction at all times. To respond to the academic, social, emotional, and mental health needs of its students, MCS plans to utilize ARP ESSER funds to hire 19 instructional interventionists and one mental health interventionist. Each campus will receive one instructional interventionist. West Morgan Middle School and Union Hill School will each receive an additional interventionist due to their high EL populations. The instructional interventionists will be utilized to complete more in-depth and accurate data analysis to correctly identify Tier II and Tier III students as well as provide more high dosage tutoring.

iStation and iReady assessments will be purchased with ARP ESSER funds to accurately identify students in need of intervention services. This data will guide individualized instruction. Students will take an beginning, middle, and end of year assessment (ISIP Reading and i-Ready Math) to identify where students are and targeted areas for differentiated instruction. ISIP and I-Ready instructional components, along with the assessment piece required by the AL Literacy Act, will be purchased to provide individual learning paths for all students.

John Baylor ACT prep will be purchased with ARP ESSER funds to aide students in improving their ACT scores.

Panorama will be purchased with ARP ESSER funds to identify students social and emotional learning needs. Once these are identified, the behavioral interventionist will intervene and provide appropriate interventions based on the state's Multi-Tiered System of Supports (MTSS).

MCS will use formative assessments, summative assessments, and observations to identify the academic, social, emotional, and mental health needs of its students. ACAP, ACCESS, iStation, iReady, ACT, and Panorama will be extremely beneficial in helping us identify the needs of our students.

MCS would also like to use ARP ESSER funds to purchase SPIRE materials and professional development to aide our teachers and interventionists in more accurately providing interventions for our students.

MCS would also like to use ARP ESSER funds to expand the FACT program to our middle schools. These employees are a part of FACT (Family Assistance Through Community Ties). They work within our schools to provide all children with a safe and supportive environment, in order to optimize their learning experience. This is accomplished by maximizing the use of resources throughout our community and bringing them into the school to provide a strong circle of support for the children and their families. This allows us to educate the whole child. The following are some of the services FACT provides for our students and families: parent workdops, parents as teachers, referral and assistance in locating community services relating to the following: housing, family counseling, clothing, emergency assistance, recreational activities, and medical services.

All of these assessments will be utilized to determine the students in the most need of after-school tutoring, summer reading programs, and at-risk/credit recovery programs.

MCS would like to purchase Edmentum software to aide in at-risk intervention as well as hire three at-risk teachers (3 FTEs) to teach and facilitate the district intervention programs such as the credit recovery programs as well as the Edmentum virtual learning program. These teachers will be instrumental in working closely with the students that have been affected by the COVID-19 Pandemic and been affected by learning loss as well as loss of instructional time.

Indicate the data sources the LEA used to identify the students most in need of the program(s) and the extent to which the LEA

will evaluate the impact of the program(s).

*

iStation and iReady assessments will be purchased with ARP ESSER funds to accurately identify students in need of intervention services. This data will guide individualized instruction. Students will take an beginning, middle, and end of year assessment (iStation Reading and i-Ready Math) to identify where students are and targeted areas for differentiated instruction. iStation and I-Ready instructional components, along with the assessment piece required by the AL Literacy Act, will be purchased to provide individual learning paths for all students.

John Baylor ACT prep will be purchased with ARP ESSER funds to aide students in improving their ACT scores.

Panorama will be purchased with ARP ESSER funds to identify students social and emotional learning needs. Once these are identified, the behavioral interventionist will intervene and provide appropriate interventions based on the state's Multi-Tiered System of Supports (MTSS).

MCS will use formative assessments, summative assessments, and observations to indentify the academic, social, emotional, and mental health needs of its students. ACAP, ACCESS, iStation, iReady, ACT, and Panorama will be extremely beneficial in helping us identify the needs of our students.

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All of these assessments will be utilized to determine the students in the most need of after-school tutoring, summer reading programs, and at-risk/credit recovery programs.

Using the allocation from the ARP ESSER State Reserve, explain how the LEA will identify and engage

- 1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and
- 2) students who did not consistently participate in remote instruction when offered during school building closures.

*

It is the responsibility of MCS to provide an education for all students; therefore, we must work to close the achievement gaps as well as identify and engage students who have missed the most in-person instruction and students who did not consistently participate in remote instruction when offered during school building closures. Through various assessments and observations, as well as using many data collection pieces, our plan is to offer high dose tutoring within the school day as well as outside the school day. Each student will have an individualized learning plan, and teachers will differentiate instruction to meet the needs of all students.

MCS would like to use ARP ESSER funds to provide virtual learning for those students who choose not to attend sessions in the buidling during the COVID-19 pandemic. We would also like to provide after-school high dosage tutoring, summer reading programs, and credit recovery programs for our students.

Budget Amount & Details for Interventions	Amount
<input checked="" type="checkbox"/> Intervention A (Summer Learning & Summer Enrichment Programs)	196,082.00
<input checked="" type="checkbox"/> Intervention B (Comprehensive After-School Programs)	196,082.00
<input checked="" type="checkbox"/> Intervention C (Other) At-risk teacher salaries, Edmentum, supp	992,078.00
Total Cost:	1,384,242.00

Intervention A (Summer Learning & Summer Enrichment Programs)

Provide the following information for Intervention A (Summer Learning & Summer Enrichment Programs):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

Example:

ARP ESSER funds will be used to host a Summer Enrichment Camp during the Summer of 2023. The camp will run for two weeks for four days a week. Subjects to be covered are science, technology, engineering, mathematics and reading. We will purchase general supplies such as pencils, notebooks, glue, color pencils, copy paper, etc. to effectively run the program. We will also purchase ELA & Math manipulatives to help improve student achievement. Additionally, we will purchase an online subscription to XYZ Company for the duration of the summer program to assist our participating EL students with the curriculum (See attached job description). Total cost: \$109,030.00

[Cont.]

9130 - [010-199] (Salaries) \$54,450.00 | 9130 - [200-299] (Benefits) \$11,430.00
9130 - [400-499] (Materials and Supplies) \$2,800.00 | 9130 - [400-499] (Software) \$20,000.00
4120 - [010-199] (Bus Driver Salaries) \$12,500.00 | 4120 - [200-299] (Bus Driver Benefits) \$3,200.00
4120 - [300-399] (Mileage for Buses) \$4,650.00

The Morgan County School district would like to use ARP ESSER funds to provide opportunities to extend learning and build connections between school and home by offering summer learning camps for K-3 students at 9 school sites. These programs will run 4 days per week (Monday-Thursday) 8:30 AM - 12:30 PM for 18 days for a total of 72 hours of instructional time. We will employ approximately 38 contracted teachers (0 FTEs) to effectively run and support this programs. The schools will align the curriculum to the Alabama ELA and math course of study standards. Teachers will teach students that are below proficiency in reading and math to bridge the learning and achievement gaps. Individual student intervention will be provided by certified teachers as well as teachers that have received multi-sensory professional development training to address specific deficiencies.

All information pertaining to these programs will be communicated to the parents in a language that they understand. We will have translators available when needed. We will also utilize School Status to contact parents in a language they understand. This communication will take place verbally as well as written through newsletters, notes, and text messages.

9130- [010-199] (Salaries) \$154,755.00 / 9130- [200-299] (Employee Benefits) \$31,327.00

MCS would like to use ARP ESSER funds to purchase classroom materials and supplies for each school to address learning needs during summer learning programs.

9130-[400-499] (Materials and Supplies) \$10,000.00

Summer learning programs will take place in June 2024; therefore, all funds will be utilized by August 1,2024.

Intervention B (Comprehensive After-School Programs)

Provide the following information for Intervention B (Comprehensive After-School Programs):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

The Morgan County school district would like to use ARP ESSER funds to provide after school tutoring for students in grades K-3 at all 9 elementary schools for 4 days per week from 3:00-5:30. The tutoring sessions will be provided for students experiencing difficulty in reading. The tutoring will be provided outside of the traditional school day, and the instruction will be provided by certified elementary teachers that have been trained in the science of reading. Intensive intervention will be data driven based on the individual needs and specific deficiencies of each student. To effectively serve the students, the district will employ approximately 38 contracted teachers (0 FTEs).

Resources and tools that will be utilized to effectively meet the needs of students will include iReady math, iStation reading, Wonders reading series, Orton Gillingham strategies, and SPIRE. Schoology, Seesaw, and Kami will be used and iPads and chrome books will support the program.

9130- [010-199] (Salaries) \$118,759.00 / 9130- [200-299] (Employee Benefits) \$24,041.00

MCS would like to use ARP ESSER funds to purchase classroom materials and supplies for each school to address learning needs during afterschool learning programs.

9130- [400-499] (Materials and Supplies) \$53,282.00

After school programs will take place during the 2023-2024 school year. Therefore, all funds will be utilized by June 30, 2024.

Intervention C (Other)

Provide the following information for Intervention C (Other):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

NOTE: If an LEA chooses to use the "Other" intervention option, the LEA must attach documentation in the Related Documents section that shows that the Intervention is evidence-based (Tier I | Tier II | Tier III | Tier IV).

K-3 literacy was addressed in Intervention A and Intervention B. Therefore, the remaining ARP ESSER funds will be used to purchase iStation assessments to accurately identify students in need of intervention services. This data will guide individualized instruction. Students will take an beginning, middle, and end of year assessment (ISIP Reading) to identify where students are and targeted areas for differentiated instruction. ISIP instructional components, along with the assessment piece required by the AL Literacy Act, will be purchased to provide individual learning paths for all students. These assessments will also be given to students during the summer reading programs to assess their skills, so teachers can use the data to better differentiate the instruction and provide the students with individualized instruction that remediates.

MCS would like to purchase Edmentum software to aide in at-risk intervention as well as hire three at-risk teachers (3 FTEs) to teach and facilitate the district intervention programs such as the credit recovery programs as well as the Edmentum virtual learning program. These teachers will be instrumental in working closely with the students that have been affected by the COVID-19 Pandemic and been affected by learning loss as well as loss of instructional time. (Timeline: 2021-2022, 2022-2023, 2023-2024 school years)

1100- [010-199] (Salaries) \$489,508.00 / 1100- [200-299] (Employee Benefits) \$185,492.00

1100- [600-899] (Other Objects) \$300,000.00

MCS would like to use ARP ESSER funds to purchase classroom materials and supplies for each school to address learning needs during afterschool and summer learning programs.

1100- [400-499] (Materials and Supplies) \$17,078.00

These programs will take place ifor the 2023-2024 school year; therefore, all funds will be utilized by July 30,2024.

SYSTEM PLAN ITEMS RELATED BY FISCAL RESOURCE

[Expand All](#) [Collapse All](#)

There are currently no Goal or Action Step items associated with this Grant.

* = Required

Related Documents		
	Type	Document
 	Job Descriptions for ALL Federally Paid Personnel (attach as 1 document)	Teacher Job Descriptions
 	"Other" Intervention Evidence-based Documentation	
 	Supporting Documentation #1	
 	Supporting Documentation #2	

Checklist Description ([Collapse All](#) [Expand All](#))

- 1. Allocations** OK ▼
 - 1. Review the ARP ESSER State Reserve allocation for the LEA.
- 2. Required Narratives** OK ▼
 - 1. Did the LEA answer all the required narratives?
- 3. Budget Grid** OK ▼
 - 1. Did the LEA allocate all ARP ESSER State Reserve funds on the budget grid?
 - 2. Did the LEA allocate all ARP ESSER State Reserve funds on the budget details page?
- 4. ARP ESSER State Reserve Allocation** OK ▼
 - 1. Do the expenditures in the narratives match the budget grid?
 - 2. Are the expenditures allowable under the ARP?
 - 3. Are the expenditures reasonable, necessary, and allocable?
 - 4. Did the LEA provide a description, timeline and full breakdown by Function and Object codes for each budgeted intervention?
 - 5. Did the LEA include the number of personnel and FTE(s) for federally funded personnel?
 - 6. Did the LEA upload all evidence-based documentation if the "Other" intervention is being used?
- 5. Related Documents** OK ▼
 - 1. Did the LEA upload all required documentation including job descriptions for federally paid personnel?